



"We listen. We observe. We ask questions. We try to understand. We document. We report what we see. We are professionals, bound by ethics and a commitment to the power of truth. "

-JCCF Reporters' Code

**Loyola University Chicago
Spring 2016
COMM 205: Reporting and Writing
M, W, F 1:40pm-2:30pm**

Instructor: Richelle F. Rogers

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Please allow up to 24 hours for a response to e-mail. Remember to include your name and the course number on your subject line. Please use your Loyola e-mail account when sending e-mails. Please limit your email inquiries to 7a.m. – 6 p.m. CST.

Office: SOC 204 - Second Floor

Office Hours: M, W, F, 10:30AM-NOON (Walk in) - An appointment is not necessary.

COURSE DESCRIPTION

This course examines current issues in U.S. journalism with strong emphasis on developing skills in news reporting, interviewing, and writing. This class is writing intensive.

COURSE OBJECTIVES:

- Learn the fundamentals of news gathering, writing and editing
- Learn the skills essential to accurate and informed reporting and writing.
- Apply principles of accuracy and fairness and how to avoid bias in reporting
- Learn how to deliver a quality news story on deadline

IDEA COURSE OBJECTIVES:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Developing skill in expressing oneself orally or in writing
- Learning to *apply* course material (to improve thinking, problem solving, and decisions)

TEXT AND ASSIGNED READING:

Writing and Reporting for the Media with Style Guide, Eleventh Edition; Bender, Davenport, Oxford Press.

Webster's Dictionary (recommended)

In addition to the required text, students are required to read additional publications as part of their coursework.

ADDITIONAL REQUIREMENTS:

Students are required to purchase [Reporters Notebooks](#) a [Voice Recorder](#) and an external or flash drive for class assignments.

CLASS ATTENDANCE

It's imperative that students attend every class and arrive on time. When you miss a class, or arrive late you miss important information that can easily place your grade in serious jeopardy.

CLASS ASSIGNMENTS/ WEEKLY UPDATES AVAILABLE VIA SAKAI

Sakai will serve as the course hub. You are expected to check on Sakai before each scheduled class. The syllabus and updated class assignments are available via Sakai.

DRESS CODE FOR REPORTING FIELD TRIPS

For the duration of this course, you are professional reporters and writers. Occasionally, I will require the class to wear casual business attire for reporting field trips. Students represent Loyola University at all times and are expected to look and act as a professional.

GUEST SPEAKERS

This course will often feature high-profile guest speakers. Students are required to be well prepared for all discussions and participate in question and answer sessions.

SOC EQUIPMENT

The School of Communication has a variety of equipment that we can use for class-related projects. This equipment may be checked out through Andi Pacheco in SOC 004 (contact apacheco@luc.edu; phone 312-915-8830).

GRADING

A
B
C
D
F

Class assignments: 40 percent

Reporting project (Student's Choice): 30 percent

Class Participation: 30 percent

ASSIGNMENTS AND DEADLINES

Unless specified by the instructor, assignments are due at the beginning of class (1:40PM) via the class Sakai website. Assignments must be submitted online and will not be accepted after 1:40PM. UNLESS INSTRUCTED, DO NOT EMAIL ASSIGNMENTS.

ASSIGNMENT RUBRIC

Grade	Description
A range	Story is ready for print. The story addresses the six basic questions (who, what, when, where, why and how). The story is written in AP style. The details in the story are clear and well structured. Thorough research and documentation of ideas are present. The story is balanced and objective, The story is free of punctuation, spelling, grammatical glitches and errors of fact. All the necessary details, documentation, quotes, are accurate and properly sourced.
B range	Story needs minor revisions. The story addresses the six basic questions. The story is written in AP style. The details in the story require additional clarity. The writing may need to be streamlined. Story structure needs minimal editing. Errors of fact (incorrect spelling of a title, reference name, source, or date, etc.) show inattention to detail/accuracy although content is above average.
C range	The story needs considerable editorial revisions. The story is missing more than two of the six basic questions. The story is poorly organized and confusing. Although basic facts most likely are there, the story lacks appropriate attribution or quotes. Story is not written in AP style and has multiple style, grammar, punctuation, spelling, and word usage errors. Story inaccuracies (incorrect spelling of a title, reference name, wrong source, date, or page number, etc.) show inattention to detail and accuracy.
D –F range	Weak, unfocused work. Student needs to rethink the execution of the assignment. The story is missing several of the six basic questions. Story structure, organization and clarity are below average. The story is not written in AP style and has numerous grammar, punctuation, and spelling errors. The story is inaccurate or libelous.

ACADEMIC DISHONESTY

Loyola University and the School of Communication expect academic integrity and have policies regarding academic dishonesty. Specifically for the SOC:

A basic mission of a university is to search for and to communicate truth as it is

honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;

- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper. The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism.

Academic dishonesty of any kind will not be tolerated. Plagiarism in your work will result in a minimum of a failing grade for that assignment. The case may carry further sanctions from the School of Communication or the University, the most serious being permanent expulsion. Avoid turning in work that could be interpreted as plagiarism or academically dishonest (e.g., failing to properly credit a source or using someone else's ideas without clarifying that they are not yours). This is an academic community; being uninformed or naive is not an acceptable excuse for not properly referencing sources.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication.

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

You are expected to be familiar with and abide by Loyola's code of academic integrity. You can find Loyola's policies regarding academic integrity at:

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

SPECIAL NEEDS

Students are urged to contact the instructor should they have questions concerning course materials and procedures. If you have a special circumstance that may have some impact on your course work and for which you may require accommodations, please contact the instructor early in the semester so that arrangements can be made with the Services for Students with Disabilities (SSWD).

Any student with a learning disability that needs special accommodation during

exams or class periods should provide documentation from Services for Students with Disabilities confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.

THE COURSE (Subject to change)

Week 1: Introductions/News and Responsible Journalism Defined

Jan. 20: Introductions/Syllabus review/Class assessment

Assignment: Read the syllabus

Jan. 22: What is news?

Assignment: Read pages 1-12 from text/Journalism Terms on page 9

Week 2: Selecting and Reporting the news

Jan 25: Chapter review/What makes a story newsworthy?

Assignment: Read pages 1-24

Jan. 27: Class exercise

Jan. 29: Class exercise

Assignment: Read pages 45-69

Week 3: How is news language different?

Feb. 1: Chapter review/The effectiveness of words

Feb. 3: Class exercise

Assignment: Select a story from the Chicago Tribune to edit in class.

Feb. 5: Chicago Tribune class exercise

Assignment: Read pages 27- 36

Week 4: Newswriting Style/AP Style

Feb. 8: Chapter review/The tone of news

Feb. 10: Class exercise

Feb. 12: Class exercise

Assignment: Read pages 133-151

Week 5: How do you tell a basic news story?

Feb. 15: Chapter review/What is a news lead?

Feb. 17: Lead class exercise

Feb. 19: Lead class exercise

Assignment: Read pages 181- 190, 198-294

Week 6: The body of a news story/Inverted Pyramid

Feb. 22: Chapter review/Class exercise

Feb. 24: Lead class exercise

Feb. 26: Class will not meet – Students will use class time to complete their work.

Week 7: How do you report what sources say?

Feb. 29: Defining and identifying sources

Assignment: Read pages 210-228

Mar. 2: Chapter review - Class exercise

Mar. 4: Class exercise

Assignment: Read pages 228- 247

Week 8 – Spring break – class does not meet

Week 9: How do you conduct an interview?

Mar. 14: Planning/Knowing how to contact your sources

Mar. 16: How to ask the right questions

Mar. 18: Interview class exercise

Week 10: Interview Project

Mar. 21: Interview project

Mar. 23: Interview project

Mar. 25: Easter break – Class does not meet

Assignment: Interview project rough drafts are due in class March 30, 2016 at 1:40pm.

Week 11: Interview project workshop

Mar. 28: Easter break – Class does not meet

Mar. 30: Interview project rough draft review

Apr. 1: Final interview projects due

Assignment: Read pages 285-300

Week 12: Multimedia news stories

Apr. 4: Chapter review/Class exercise

Assignment: Read the NYTimes Snowfall project:

<http://www.nytimes.com/projects/2012/snow-fall/#/?part=tunnel-creek>

Apr. 6: Class exercise

Apr. 8: Class exercise

Week 13: Reporting project begins (student's choice)

Apr. 11: Reporting project story selection begins

Apr. 13: Reporting project story selection

Apr. 15: Reporting project rough draft prep

Week 14: Reporting project rough draft prep and review

Apr. 18: Rough draft prep

Apr. 20: Rough draft prep

Apr. 22: Rough draft due in class/Instructor review

Week 15: Finalize Reporting project

Apr. 25: Finalize reporting project

Apr. 27: Finalize reporting project

Apr.29: Final drafts are due at 2:30pm via the class Sakai website. Students can use class time to review their work before submitting the final draft.

Week 16: Final Grades delivered